STATE NORMAL SCHOOL
SALEM MASSACHUSETTS

SIXTY-SIXTH YEAR

1919-1920

NORMAL SCHOOL BUILDING

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Publication of this Document
approved by the
Supervisor of Administration.

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[1] On leave of absence; substitute, Maud Lyman Harris, A.M.

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Calendar

1920

February 28, Saturday	Recess begins
March 8, Monday	Recess ends at 9.30 A.M.
April 19, Monday	Patriot's Day: a holiday
May 1, Saturday	Recess begins
May 10, Monday	Recess ends at 9.30 A.M.
May 31, Monday	Memorial Day: a holiday
June 8, Tuesday	Entrance examinations
June 9, Wednesday	Entrance examinations
June 15, Tuesday	Graduation exercises at 10.30 A.M.
September 8, Wednesday	Training school opens at 9 A.M.
September 8, 9, 10	Conference of Massachusetts Normal School Teachers' Organization
September 13, Monday	Entrance examinations
September 14, Tuesday	Entrance examinations
September 15, Wednesday	Academic year begins at 9.30 A.M.
October 12, Tuesday	Columbus Day: a holiday
November 25, Thursday	Thanksgiving Day: a holiday
November 26, Friday	A holiday
December 24, Friday	Recess begins at the close of school

1921

January 3, Monday	Recess ends at 9.30 A.M.
January 31, Monday	Second half year begins
February 22, Tuesday	Washington's birthday: a holiday
February 26, Saturday	Recess begins
March 7, Monday	Recess ends at 9.30 A.M.
April 19, Tuesday	Patriot's Day: a holiday
April 30, Saturday	Recess begins
May 9, Monday	Recess ends at 9.30 A.M.
May 30, Monday	Memorial Day: a holiday
(To be announced)	Entrance examinations
	Entrance examinations
	Graduation exercises at 10.30 A.M.

NOTE. — The daily sessions of the school are from 9.30 to 12 and from 1 to 3.10 o'clock. The time from 8.30 to 9.30 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 357 Lafayette Street, and his telephone call is Salem, 34.

A CORNER OF THE CAMPUS

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be completed in June.

Candidates who have been admitted to the school, and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal immediately.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 15, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Department of Education. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitch-

burg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.[1]

A. Prescribed Subjects. — Three units.

(1) English literature and composition	3 units

B. Elective Subjects. — At least seven units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History [2]	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) Spanish	2 units
(8) German	2 or 3 units
(9) Physics	1 unit
(10) Chemistry	1 unit
(11) Biology, botany or zoölogy	½ or 1 unit
(12) Physical geography	½ or 1 unit
(13) Physiology and hygiene	½ or 1 unit
(14) General science	½ or 1 unit
(15) Drawing	½ or 1 unit
(16) Household arts	1, 2 or 3 units
(17) Manual training	1 unit
(18) Stenography, including typewriting	1 or 2 units
(19) Bookkeeping	1 unit
(20) Commercial geography	½ or 1 unit
(21) Arithmetic	½ or 1 unit
(22) Community civics	½ or 1 unit
(23) Current events	1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massa-

[1] The Department of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

[2] History includes: ancient; mediæval and modern; English; American history and civics; history to 1700; European history since 1700.

chusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (431 West 117th Street, New York City) will be found suggestive by high schools.

C. Additional Subjects. — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant, representing work in addition to that for which credit is gained by examination or certification.

III. A. Examinations. — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. Division of Examinations. — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. Admission on Certificate. — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards

the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. Admission of Special Students. — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. Admission as Advanced Students. — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

It is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in office work or salesmanship not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

Schedule of Entrance Examinations

Tuesday, June 8, and Monday, September 13, 1920

Morning		Afternoon	
8.30– 8.45.	Registration	1.30–2.30.	Drawing, stenography
8.45–10.30.	English	2.30–4.00.	Latin, arithmetic
10.30–11.30.	Geometry	4.00–5.00.	General science, current events, community civics
11.30–12.30.	Household arts, manual training		

Wednesday, June 9, and Tuesday, September 14, 1920

Morning		Afternoon	
8.15– 8.30.	Registration	1.30–2.30.	Algebra
8.30–10.00.	French, German, Spanish	2.30–3.30.	Chemistry, physics
10.00–11.30.	History	3.30–4.30.	Physiology, bookkeeping
11.30–12.30.	Physical geography, commercial geography	4.30–5.30.	Biology, botany, zoōlogy

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Elementary Department. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. Seniors also secure a considerable amount of additional experience in teaching as substitutes in Salem and in other towns and cities in the vicinity of the school.

The Intermediate Department. — Those students who are preparing to teach in the junior high school are required to have at least twenty weeks of practice. In the second year of the course each is assigned to one of the grades in the training school for a period of ten weeks. The practice in the senior year, for an equal period, includes teaching in the seventh and eighth grades in the training school, and in the junior high schools of Lynn, Chelsea, and Somerville. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

The Commercial Department. —During the present shortage of teachers, the former plan of sending commercial seniors to approved and co-operating high schools for observation and practice teaching has been set aside temporarily.

TRAINING SCHOOL BUILDING

At present the opportunities for practice teaching are found in positions where substitute teachers are needed for considerable periods of time. The school authorities employing these students co-operate actively and sympathetically in the supervision of these student-teachers.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Department of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty minutes in length

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
First Year				
English Language 1	36	2	–	2 to 3 hours
English Language 8	12	3	–	2 to 3 hours
English Language 9	36	2	–	2 hours
Literature 1	24	3	–	3 to 4 hours
Arithmetic 1	36	3	–	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1	36	2	–	2 hours
Music 1	36	1	–	1 hour
Music 4	36	1	–	None
Education 1	36	2	–	2 hours
Library Study	15	1	1	1 hour
Drawing 1 / Hand Work 1	36	2	–	1 hour
Physical Education 1	36	2	–	1 hour
Second Year				
English Language 2	26	2	–	2 hours
Literature 2	26	2	–	2 to 3 hours
History and Social Science 2	26	2	–	2 hours
Physical Education 4	26	2	–	2 hours
Music 2	26	1	–	1 hour
Music 4	26	1	–	None
Education 2	26	1	–	2 hours
Education 9	26	1	–	1 hour
English Language 10	26	2	–	1 hour
Nature Study	26	4	–	4 to 5 hours
Physical Science 1	26	2	–	2 hours
Drawing 2 / Hand Work 2	26	3	–	2 hours
Physical Education 2	26	2	–	1 hour
Education 6	10	–	Entire time	15 hours

In April of each year an opportunity is given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
First Year				
Identical with first year of A				
Second Year				
English Language 3	26	2	–	2 to 3 hours
Literature 3	26	2	–	2 to 3 hours
Arithmetic 2	26	2	–	1 to 2 hours
Geography 2	26	2	Occasional field trips	2 hours
History and Social Science 3	26	2	–	2 hours
Music 3	26	1	–	1 hour
Music 4	26	1	–	None
Biological Science	26	4	–	4 to 5 hours
Physical Science 2	26	2	–	2 hours
English Language 11	26	2	–	1 hour
Drawing 3 / Hand Work 3	26	3	–	2 hours
Physical Education 3	26	2	–	1 hour
Education 7	10	–	Entire time	15 hours

B. Intermediate Department — Concluded

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
Third Year (Elect One Group)				
Group I :				
English Language 4	26	2	–	3 hours
Literature 6 / Literature 7	26	5	–	5 to 8 hours
Music 4	26	1	–	None
Education 3	26	3	–	3 hours
Education 9	26	1	–	1 hour
Physical Education 5	26	2	–	2 hours
History and Social Science 4	26	5	–	5 hours
Drawing 4 / Hand Work 4	26	5	–	2 hours
Education 7	10	–	Entire time	15 hours
Group II :				
English Language 4	26	2	–	3 hours
Literature 7	26	2	–	2 to 3 hours
Music 4	26	1	–	None
Education 3	26	3	–	3 hours
Education 9	26	1	–	1 hour
Physical Education 5	26	2	–	2 hours
Geography 3	26	5	–	5 hours
Biological Science	26	4	–	4 to 5 hours
Physical Science 3	26	5	–	5 hours
Education 7	10	–	Entire time	15 hours
Group III :				
English Language 4	26	2	–	3 hours
Literature 7	26	2	–	2 to 3 hours
Music 4	26	1	–	None
Education 3	26	3	–	3 hours
Education 9	26	1	–	1 hour
Physical Education 5	26	2	–	2 hours
Geography 3	26	5	–	5 hours
Arithmetic 4	26	3	–	2 to 3 hours
Bookkeeping 5 / Penmanship	26	5	–	5 hours
Typewriting 5	26	5	–	2 hours
Education 7	10	–	Entire time	15 hours

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
First Year				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	–	5 hours
Typewriting 1	36	4	–	None
History and Social Science 5	36	3	–	3 hours
Geography 4	36	2	–	2 hours
General Science	36	2	–	2 hours
Bookkeeping 1	36	2	–	3 hours
Bookkeeping 1*a*	36	1	–	1½ hours
English Language 12	36	1	–	1 hour
Physical Education 6	36	1	–	1½ hours
Music 4	36	1	–	None
Second Year				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	–	1½ hours
Shorthand 2	36	3	–	4 hours
Typewriting 2	36	3	–	1 hour
History and Social Science 6	36	2	–	2 hours
Arithmetic 3	36	2	–	3 hours
Geography 5	36	2	–	2 hours
Bookkeeping 2	36	3	–	4½ hours
Education 4	36	3	–	3 to 4 hours
English Language 13	36	1	–	1 hour
Salesmanship	36	2	–	2 hours
Music 4	36	1	–	None
Third Year				
Business practice under the general supervision of the school (see page 19)				

C. Commercial Department — Concluded

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
Fourth Year				
Literature 4	36	2	–	2 to 3 hours
Literature 5	36	2	–	2 hours
Shorthand 3	36	3	–	4 hours
Typewriting 3	36	3	–	2 hours
History and Social Science 9	36	2	–	2½ hours
History and Social Science 7	18	2	–	3 hours
History and Social Science 8	18	2	–	3 hours
Geography 6	36	2	–[1]	2 hours
English Language 14	36	1	–	1 hour
Bookkeeping 3	36	4	–	4½ hours
Education 5	36	2	–	2 hours
Music 4	36	1	–	None
Education 8	10	–	Entire time	–

[1] An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

Name and Number of Course	Number of Weeks	Periods Weekly of —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	36	5	–	8 hours
Shorthand 5	36	2	–	2 hours
Typewriting 4	36	5	–	2 to 3 hours
Bookkeeping 4	36	2	–	2 hours
Bookkeeping 4*a*	36	2	–	2 hours

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Preparation for teaching English in the first six grades. Discussion, reading, written work, criticism, conference. — Miss Learoyd and Miss FitzHugh.

First year. Two recitations and two to three hours of preparation weekly.

Forms of composition, paragraph, sentence, and correct use of words studied intensively to guide students in preparing work for teaching. Emphasis on accurate and systematic habits of study and presentation. A portion of year devoted to studying and preparing type lessons.

English Language 2. (A) Teaching of English in the first six grades. Discussion, reading, written work, conference. — Miss Learoyd.

Second year. Two recitations and an hour of supervised study weekly; the amount of additional outside preparation to be determined by the individual student.

There are advantages in a supervised study period: books and other material are at hand; there is a chance to obtain criticism and assistance while the work is being done; there is a distinct gain in power to do individual and intensive work.

Definite lesson plans for each grade, illustrating different lines of work: practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

Considerable training in criticizing the plans of other students and in discussing them with the writer and with the teacher.

English Language 3. (B) Teaching of English in grades 7 and 8 and in junior high school. — Miss Learoyd.

Second year. Two recitations and an hour of supervised study weekly; the amount of additional outside work to be determined by the individual student.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims in language and composition; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 4. (B) Composition. Discussion, reading, themes, criticism, conference. — Miss Learoyd.

Third year. Two recitations and two to three hours of preparation weekly.

Aim: to give advanced instruction in English, and training in oral and written composition.

An effort will be made to correlate this training with that of other departments, especially in literature, history, education, hygiene, and geography.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. — Miss Learoyd.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration. — Miss Learoyd.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; giving abstracts of stories and of other reading; criticism; discussion. Aims: clear, full, and interesting presentation.

English Language 7. (C) Business English and correspondence. — Miss Eaton.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

English Language 8. (A, B) Methods of teaching reading in grades 1 and 2. — Miss Rogers.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Reading and story telling. — Miss Rogers and Miss Sperry.

First year. Two recitations and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grades 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. — Mr. Doner.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. — Mr. Doner.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. — Mr. Doner.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. — Mr. Doner.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. — Mr. Doner.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B) Children's literature. — Miss Rogers.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A) Appreciation of literature. — Miss Peet.

Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. — Miss Peet.

Second year. Two recitations and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. — Miss Peet.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. — Mr. Cushing.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

Literature 6. (B) Advanced course in teaching literature. — Miss Peet.

Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in teaching literature in the junior high school. It aims to give students a background for the work, and is, therefore, largely academic. The subjects covered are: the technique of the drama, present tendencies of the theatre, Shakspere for the junior high school; the great epics; ballads and other forms of lyrical poetry; some popular prose writings; the course of study.

Literature 7. (B) Studies in literary movements. — Miss Peet.

Third year. Two recitations and two to three hours of preparation weekly.

The aim of this course is not only to make the student familiar with some of the great masterpieces of literature, but to deepen his appreciation of significant changes in literary and social ideals. The subjects covered are: the short story, from Hawthorne to O. Henry; the development of the English novel, from the eighteenth century to the present day; the new poetry in its relation to standard forms; current essays.

ARITHMETIC

Arithmetic 1. (A, B) Methods of teaching primary arithmetic. — Miss Peet and Miss Sperry.

First year. Three recitations and two to three hours of preparation weekly.

THE LIBRARY

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B) Methods of teaching arithmetic in grades 7 and 8 and junior high school. — Miss Peet.

Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

Arithmetic 4. (B) Teaching arithmetic in grades 7 and 8 and the junior high school; advanced course. — Miss Peet.

Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

Arithmetic 3. (C) Commercial arithmetic, advanced course. — Miss Eaton.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library Study. (A, B) A course in the technical knowledge and use of libraries. — Mrs. Blake.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

GEOGRAPHY 1. (A, B) ACADEMIC AND METHODS COURSE. — Mr. CUSHING and Miss FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course in geography, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching geography in the first six grades.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades and the use of textbooks, collateral reading and illustrative material.

GEOGRAPHY 2. (B) CONTINENTAL GEOGRAPHY. — Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

GEOGRAPHY 3. (B) JUNIOR HIGH SCHOOL GEOGRAPHY. — Mr. CUSHING.

Third year. Five recitations, five hours of preparation, and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades or the junior high school. Two courses are outlined and sample portions of their content are worked out in detail. One course adapted to the seventh grade or seventh and eighth grades deals especially with the geography of the United States and Europe. The other course which forms a basis of work is commercial and industrial geography adapted to the eighth or ninth grade. Much "opportune" geography is used and the problem method is emphasized. A large part of the work is academic.

GEOGRAPHY 4. (C) GENERAL GEOGRAPHY. — Mr. CUSHING and Miss FLANDERS.

First year. Two recitations and two hours of preparation weekly.

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

Geography 5. (C) Commercial geography. — Mr. Cushing and Miss Flanders.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem and Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C) Commercial and industrial geography. — Mr. Cushing.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science. — Miss FitzHugh.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable sources, with discussion of ways of using this material in the first six grades; also local history with field trips to places of historic interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

History and Social Science 2. (A) American history and methods in teaching history and social science. — Miss Cruttenden.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historic interest in Salem.

History and Social Science 3. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. — Miss Cruttenden.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history, emphasizing the immediate European background of American history and the development of a successful democracy in the new world. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. — Miss Cruttenden.

Third year. Five recitations and five hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government. The growing importance and influence of American democratic ideals and institutions in European countries is emphasized. A study of current events and of community civics supplements this work. Methods of teaching history and social science in the junior high school are continued.

History and Social Science 5. (C) Economic and industrial history of Europe. — Miss Cruttenden.

First year. Three recitations and three hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern states, also to trace the development of government by the people and its application to the Great War.

History and Social Science 6. (C) Economic and industrial history of the United States. — Miss Cruttenden.

Second year. Two recitations and two hours of preparation weekly.

A study is made of the social, political and economic history of the United States during the nineteenth and twentieth centuries, together with a detailed account of the development of a democracy in the New World. The aim is to bring the student to a realization of the growing importance and influence of American democracy throughout the world.

History and Social Science 7. (C) History of modern commerce. — Miss Cruttenden.

First half of fourth year. Two recitations and three hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C) Economics. Contemporary economic problems. — Miss Cruttenden.

Second half of fourth year. Two recitations and three hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature, and personal investigation.

History and Social Science 9. (C) Commercial law. — Mr. Sproul.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

SALESMANSHIP

Salesmanship. (C) Mr. Sproul.

Second year. Two recitations and two hours of preparation weekly.

First half-year, salesmanship. The object of the course is to develop the fundamental principles of selling, and to show the application of these principles to business and personal efficiency.

Second half-year, retail store management. This course analyzes the problems met in the retail store.

Both courses are supplemented by lectures by active salesmen and sales managers.

MUSIC

Music 1. (A, B) Elementary music. — Mr. Archibald.

First year. One recitation and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) — Mr. Archibald.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B) — Mr. Archibald.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 2 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C) Music appreciation and general singing. — Mr. Archibald.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A,. B) Applied psychology and pedagogy. — Mr. Allen.

First year. Two recitations and two hours of preparation weekly.

This course is directed at the central project of the normal school student, — that of teaching. The successive problems involved (as suggested by students or teacher) are considered in free class discussion, guided by carefully planned questions, and based on individual or group thinking, reading, and discussion. It is in harmony with child development and social psychology and their applications to teaching and control of schools. It includes the study of types of lessons, also directed observation and report on lessons in the training school.

Education 2. (A) Pedagogy. — Mr. Allen.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; the psychology, pedagogy, and testing of subjects taught in elementary grades; problems of school administration, including discipline and control, classroom management, grading and promotion; vocational guidance; current educational problems.

Education 3. (B) Pedagogy. — Mr. Allen.

Third year. Three recitations and three hours of preparation weekly.

A course intended to summarize and extend the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence and of individual differences; the psychology of the school subjects of the upper grammar grades and the junior high school; the technique of scales, tests, and measurements, including individual and group tests of intelligence; and vocational guidance.

Education 9. (A, B) Pedagogy. — Mr. Pitman.

Second year of elementary course; third year of intermediate course. One recitation and one hour of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration; professional ethics.

Education 4. (C) Elementary psychology. — Mr. Sproul.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C) Pedagogy and its application in commercial teaching. — Mr. Sproul.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

DRAWING AND HAND WORK

Hand Work 1. (A, B) A course dealing with simple projects in industrial arts. — Mr. Whitney and Miss Burnham.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Drawing 1. (A, B) A course in drawing, color, design and art appreciation. — Mr. Whitney and Miss Burnham.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Hand Work 2. (A) A course dealing with elementary projects in bookbinding, pottery, weaving, etc. — Mr. Whitney.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Drawing 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. — Mr. Whitney.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Hand Work 3. (B) — Mr. Whitney.

One-half of second year. Three recitations and two hours of preparation weekly.

A continuation of Hand Work 2, consisting of more advanced projects, adapted to the junior high school; observation and practice in sewing, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Drawing 3. (B) — Mr. Whitney.

One-half of second year. Three recitations and two hours of preparation weekly.

DRAWING AND THE FINE ARTS

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Hand Work 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in grades 7 and 8 and the junior high school. — Mr. Whitney.

One-half of third year. Five recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

Drawing 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. — Mr. Whitney.

One-half of third year. Five recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in industrial arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A) Gardening 1. — Miss Golsdmith.

Second year. Constitutes the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 7. (B) Gardening 2. — Miss Goldsmith.

Second year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

Practical Arts 6. (B) Industrial projects. — Mr. Kenyon.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades. Normal school students observe and assist in this work.

There is also opportunity for a limited number of students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

Practical Arts 8. (B) Cooking and sewing. — Miss Newton.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

These courses are elective and are given out of regular hours.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. — Miss Warren and Miss Burnham.

First year. Two laboratory periods and one hour of preparation weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A) Physical training. — Miss Warren.

Second year. Two laboratory periods and one hour of preparation weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing, outdoor and indoor games, and simple gymnastics, with special emphasis on correct posture.

Physical Education 3. (B) Physical training. — Miss Warren.

Second year. Two periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A) General hygiene. — Miss Warren.

Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the

PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES

student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B) Hygiene and sanitation. — Mr. Whitman.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C) Personal hygiene. — Miss Warren.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, state and industrial hygiene.

SCIENCE

Nature Study. (A) — Miss Goldsmith.

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

(See Practical Arts 5 (A).)

Biological Science 1. (B) — Miss Goldsmith.

Second year. Four recitations and four to five hours of preparation weekly.

A course intended to prepare students to teach in the seventh and eighth grades and the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

(See Practical Arts 7 (B).)

Biological Science 2. (B) — Miss Goldsmith.

Third year. Four recitations and four to five hours of preparation weekly.

The course is a continuation of Biological Science 1, and consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.

Physical Science 1. (A) — Mr. Whitman.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

Physical Science 2. (B) — Mr. Whitman.

Second year. Two recitations and two hours of preparation weekly.

The general plan of this course is like that of Physical Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

Physical Science 3. (B) — Mr. Whitman.

Third year. Five recitations and five hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

General Science. (C) — Mr. Whitman.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

Shorthand 1. (C) Pitman (American Phonography). Introductory course. — Miss Rollinson.

First year. Four recitations and five hours of preparation weekly.

Aims: to teach the principles, wordsigns, and phrases of the system thoroughly; to read fluently from copper-plate notes; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of fifty words a minute.

Shorthand 2. (C) Pitman (American Phonography). Advanced course. — Miss Rollinson.

Second year. Two recitations and three and one-half hours of preparation weekly.

Aims: to drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

Office Training 2 is given in conjunction with this course.

Shorthand 3. (C) Pitman (American Phonography). Methods course. — Miss Rollinson.

Fourth year. Three recitations and four hours of preparation weekly.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription and office training; to prepare lists of sources and kinds of supplies and equipment; to work out suggestive courses of study for shorthand and office training; to develop type lesson plans; and to compare textbooks and shorthand systems.

Shorthand 4. (C) Pitman (American Phonography). — Miss Rollinson.

For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a moderate amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

Shorthand 5. (C) Gregg. — Miss Rollinson.

Elective for special students who have completed a course in Gregg shorthand prior to entrance to the normal school, and for seniors who

have satisfactorily completed Shorthand 1 and Shorthand 2. This course is not a substitute for Shorthand 3. Two recitations and two hours of preparation weekly.

Aim: to cover the principles of the system thoroughly, paralleling them with dictation and specific methods of teaching.

OFFICE TRAINING

Office Training 1. (C) Office system. — Miss Rollinson.

First year. Two laboratory periods weekly.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding machine, and stencil duplicating devices; and to make and file work reports.

Office Training 2. (C) Stenographic office training. — Miss Rollinson.

Second year. One recitation and one laboratory period and two hours of preparation weekly. Given in conjunction with Shorthand 2.

Aims: to correlate shorthand and typewriting; to give advanced work in the use of office appliances, in stencil making, and in filing; to acquaint the student with office routine as related to shorthand.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. — Miss Eaton.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

Typewriting 2. (C) Advanced course. — Miss Rollinson.

Second year. Two laboratory periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

Typewriting 3. (C) Methods course. — Miss Eaton.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.

TYPEWRITING ROOM

Typewriting 4. (C) — Miss Eaton.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

Typewriting 5. (B) For junior high school teachers. — Miss Eaton.

Third year. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually required of junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING

Bookkeeping 1. (C) Introductory course. — Miss Badger.

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1*a*).

Aim: to teach elementary principles and the routine of bookkeeping.

Bookkeeping 1a. (C) Principles of accounts. — Mr. Sproul.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C) Advanced course. — Miss Badger.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. — Mr. Sproul.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching. — Mr. Sproul.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4*a*).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C) Theory of accounts. — Mr. Sproul.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1*a*, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

Bookkeeping 5. (B) Junior high school business training. — Miss Badger.

Third year. Five recitations and five hours of preparation weekly.

Aim: instruction in elementary bookkeeping, business forms and customs. The nature and scope of business training advisable in junior high schools is considered, and instruction is given in methods of teaching the desired phases.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1919–1920: —

Concert	Glee clubs of Framingham and Salem Normal Schools
Memorial Day address	Gen. William A. Pew
Commencement address: new motives in old tasks	Dr. William H. P. Faunce
The culture of the commonplace	Rev. William H. Spence
Social dancing	Fannie Faulhaber
Reading: The Twelve Pound Look	Mary J. Garber
Business aspects of good English	Fred G. Nichols
The education of democracy	Dr. Franklin H. Giddings
The method of experience	Dr. James F. Hosic
Education for efficiency	Dr. Cheesman A. Herrick
A story hour	Sara Cone Bryant Boist
Making the world over	Schuyler F. Herron
Woman and democracy	Edward Howard Griggs
Reading: Dr. Jekyll and Mr. Hyde	John Duxbury

Picture Exhibitions and Lectures

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

THE DRAMATIC CLUB

The dramatic club provides occasional entertainments for the school and its friends. It is under the management of Group I of the intermediate senior class, but is open to all members of the senior and intermediate classes who are interested in dramatic work. The purposes of the club are to make itself familiar with good plays suitable for amateur production; to attend the better class of dramas given in Boston; and to promote a social spirit in the school.

THE ART CLUB

The art club is an organization comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the art courses permit. At the regular meetings work is done along industrial lines, which also includes more or less of the fine arts. There are walks for the study of various types of architecture; visits to the Museum

of Fine Arts and studios in Boston; and papers by the members of the club. A course of seven lectures has been arranged for this season.

THE BIRD CLUB

This club is organized by the seniors, but is open to other members of the school who are particularly interested in bird study. Field trips and personal observations are the most important activities, but in addition, feeders for winter use, nesting boxes and shelters are made and lectures are given. Regular meetings are held once in two weeks.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, the dean of women, and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal or dean of women must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work

and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal or dean of women.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 15 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from seven and one-half dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as

shall satisfy him that the applicant needs assistance. This aid, however, is not furnished during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about four thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The classes of 1916, 1917, 1918 and 1919 have each presented to the school a Liberty Bond of one hundred dollars.

EMPLOYMENT OF GRADUATES

The unprecedented demand for teachers for all grades and departments insures immediate employment, at attractive salaries, for all graduates. The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in commu-

nities whose resources are limited. Graduates of the elementary course may now expect to receive from seven hundred to nine hundred dollars for their first year of service; graduates of the intermediate and the commercial courses receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States. Boston University offers free tuition for one year to one graduate from each of the normal schools of New England, the student to be selected by the faculty of the school.

Practically all New England colleges give suitable credit for courses taken in this school. Teachers College, also, is liberal in its attitude towards the graduates who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred eight assistant teachers. The development of the practice schools began in 1897, and with them seventy-six persons have been connected as teachers. Twenty-one teach-

ers are now required in the normal school and fourteen in the training school.

More than seventy-four hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain season tickets at half price. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained without expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

MAIN APPROACH TO NORMAL SCHOOL

Register of Students

1919-1920

Graduates — Class CV — June 26, 1919

Elementary Course — Two Years

Adams, Elizabeth Cynthia	Newburyport
Agnew, Florence Anna	East Lynn
Anderson, Bertha Maria	Cambridge
Andrews, Doris	Gloucester
Ball, Avis Winifred	Salem
Batchelder, Margaret Kemble	Wenham
Beirne, Mary Josephine	Peabody
Binsky, Esther Lillian	Chelsea
Bradley, Anna Gertrude	Salem
Brenton, Gladys Marguerite	Arlington Heights
Burke, Eleanor Catherine	Pigeon Cove
Cannell, Madeleine	Everett
Cannon, Mary Josephine	Cambridge
Coffin, Mary Josephine	Newburyport
Cooper, Alice Gertrude	Beverly
Cox, Ethel Allen	Melrose Highlands
Cummings, Lucy Frances	Salem
Cunningham, Laura Cecile	Medford
Cunningham, Mary Margaret	Salem
Darling, Dorothy	Ipswich
Dunley, Estella Ellen	Revere
Emerson, Ruth May	Gloucester
Evans, Alice Spofford	West Newbury
Fay, Anna Stasia	Beverly
Finn, Marie Gertrude	Revere
Fitzgerald, Catherine Veronica	Beverly
Flynn, Laura Monica	Somerville
Foley, Jessie Johnston	Newburyport

Frisbie, Barbara Reed	Rockport
Frye, Mary Edna	Beverly
Gilbert, Hilma Chester	South Essex
Guarnaccia, Elizabeth	Wakefield
Hilton, Mary Chadwick	Dorchester
Huse, Gladys Pauline	White River Junction, Vt.
Joyce, Ruth Frances	Ipswich
Kelley, Ruth Marie	Salem
Kenerson, Viola Gray	Cliftondale
Keyes, Dorothy Elizabeth	Rowley
Knowlton, Almina Caroline	New London, N. H.
Knowlton, Dorothy Louise	Melrose
Littlefield, Ruth Lee	Saugus
McQuaid, Mary Calista	Malden
Menkes, Frances Isabelle	Cambridge
Miller, Hazel Evelyn	Essex Falls
Milliken, Beatrice Mary	Danvers
Murphy, Katherine Helena	Lynn
Neenan, Esther Marie	Lynn
Nolan, Olivine Katherine	Salem
O'Keefe, Katherine Dorothea	Peabody
Oman, Jennie Maria	Pigeon Cove
O'Neil, Martha Veronica	Danvers
Peabody, Ruth Choate	Rowley
Pearson, Margaret	Melrose
Peterson, Mildred Pearl	Cliftondale
Russell, Alma Evelyn	Arlington
Ryder, Dorothy Moore	Somerville
Sawyer, Reba Mudgett	Salem
Seymour, Charlotte Moulton	East Lynn
Shay, Dorothea Annette	Somerville
Shea, Margaret Mary	Charlestown
Sherin, Freda Charlotte	Salem
Siegel, Sadie Rose	Dorchester
Sinclair, Ivy Ruth	Peabody
Slater, Gertrude	Winthrop
Spollett, Bernice May	Haverhill
Stack, Alice Cecilia	Andover
Stack, Eunice Gertrude	Andover
Steutermann, Alice Christina	Danvers
Taylor, Grace Eliza	Boston

Trefry, Ethel Evangeline	Greenwood
Tully, Mary Ellen	Salem
Walsh, Margaret Elizabeth	Malden
Weeks, Flora Elmira	Wells, Me.
Welch, Cora Estelle	Newburyport
White, Madeline Elsie	Salem
Williams, Thelma Elizabeth	New Bedford
Wilson, Katherine Francis	Marblehead
Wolejka, Antoinette Dorothy	Roslindale
Worthley, Eliza May	Malden

Intermediate Course — Three Years

Barstow, Mildred Louise	Wakefield
Beach, Eugenie Ella	Salem
Clarke, Elizabeth Theresa	Salem
Foote, Hilda	Lynn
Jackman, Ruth Emerson	Salem
Johnson, Clara Louise	Boston
Lathrop, Helen Okell	Lawrence
Magennis, Anne Elizabeth	Medford
Malinowska, Frances Nathalie	Salem
McGlone, John Philip	Peabody
Moriarty, Helen	Danvers
Peterson, Signe Margaret	Malden
Quinlan, Frances Mary Geraldine	Danvers
Salmon, Mary Agnes	Salem
Sheppard, Gertrude Rebecca	Ipswich
Striley, Charles Harold	Danvers
Tarbox, Luella Florence	Lynn
Varina, Hazel Dorothy	Swampscott
Welch, Mary Maud	Salem

Commercial Course — Four Years

Ahlgren, Mildred Beatrice Gunhild	Brockton
Canniffe, Veronica Margaret	Marblehead
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield
Higgins, Albert Francis	East Lynn
MacDonnell, Gladys Frances	Everett
Moore, Margery	Charlestown

Mullin, Agnes Marie . . . . . Haverhill
McCarthy, John Joseph . . . . . Peabody
Pitman, Ruth Frances . . . . . Foxborough
Reed, Dorothy May . . . . . Methuen
Stevens, Bertha Evelyn . . . . . Haverhill
Wahlman, Anna Gertrude . . . . . Boston

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Course

Donahue, Grace Julia . . . . . West Somerville

Commercial Course

Lee, Francis Gregory, A.B. . . . . Brighton

CERTIFICATE FOR TWO YEARS' WORK

Commercial Course

Donovan, William Augustine . . . Lawrence

Membership for the Year 1919-1920

ELEMENTARY DEPARTMENT.

Senior Class

Barton, Irene Winnie	Salem
Bergstrom, Mary Christina	Bay View
Bocholtz, Ida	Malden
Box, Elizabeth Amelia	Beverly
Box, Helen Bernadette	Beverly
Bray, Catherine Mary	Medford
Browne, Bertha Ward	Wakefield
Chase, Angelyn Ruth	Danvers
Cheever, Helen	Manchester
Clucas, Elgie	Cliftondale
Coane, Phyllis Mildred	Beverly
Cogswell, Elizabeth Frost	Essex
Coughlin, Lillian Mary	Lynn
Couhig, Irene Elizabeth	Beverly
Crosson, Wilhelmina Marguerita	Boston
Culbert, Effie Leslie	Beverly Farms
Davis, Morna Belle	Annisquam
Dodge, Frances Irene	Salem
Dunlevy, Mary Winifred	Malden
Ellis, Helen Margaret	Peabody
Elmer, Marian Louise	Cliftondale
Farrell, Grace Margaret	Swampscott
Gordon, Lena Loretta	Chelsea
Gould, Florence Evelyn	Danvers
Guarnaccia, Cora	Wakefield
Herrick, Ruth Armstrong	Manchester
Holohan, Emeline Veronica	Arlington
Hurt, Ruth Madelon	Peabody
Johnson, Effie Concordia	Somerville
Joseph, Marion Carney	South Essex
Keith, Helen Frances	Everett
Kelley, Jennie Frances	West Rutland, Vt.

Kimball, Esther Naomi	Salisbury
Larson, Lillian Matilda	Salem
Lee, Margaret Grey	Beverly Farms
Macauley, Priscilla May	Gloucester
MacDonald, Ethel Olive	West Peabody
Miller, Hazel Evelyn	Essex Falls
Mittel, Edith	Beverly
Moore, Gladys Cynthia	Boxford
Murphy, Beatrice Ashby	Groton
Murphy, Rose Catharine	Salem
Nelson, Abbie Marie	Chelsea
Noyes, Inez Gertrude	Salisbury
O'Keefe, Lenore Helene	Gloucester
O'Maley, Mary Winifred	South Boston
Pickard, Elizabeth Pauline	Groveland
Pickard, Lena Grace	Everett
Pisnoy, Blanche	Chelsea
Pitman, Dorothy Savory	Foxborough
Plummer, Mary Alice	Salem
Poole, Elizabeth Graham	Gloucester
Quinlan, Elizabeth Frances	Salem
Ross, Stella Mary	Chelsea
Rudd, Ethel Florence	Somerville
Russell, Catherine Alice	Salem
Savel, Celia	Malden
Shea, Margaret Mary	Charlestown
Simpson, Isabelle Ruth	Beverly
Soars, Marion Edith	Newburyport
Sproat, Marion Hellen	Danvers
Sullivan, Gertrude Elizabeth	Winthrop
Townsend, Ellen Louise	Revere
Walsh, Helen Frances	Salem
Walsh, Katherine Christina	Peabody
Ward, Marjorie Bradley	Marblehead
Webber, Gertrude Mary	Revere
Wentworth, Grace Evelyn	Salem
Wynn, Mary Jane	Methuen

Middle Year

Lossone, Evelyn Myrtle	Melrose

Junior Class

Aberle, Rosa Jeannette	Somerville
Ahearne, Dorothy Claire	Salem
Atkins, Naomi	Somerville
Bagley, Madeleine Augusta [1]	Salem
Barry, Mary Josephine	Medford
Bates, Evelyn Snow	Revere
Boyd, Helen Allegra [1]	Somerville
Brown, Gladys May [1]	Ipswich
Brown, Ruth Harris	Malden
Burke, Dorothy Frances	South Groveland
Burke, Edna Frances [1]	Revere
Burnham, Alice Perry	South Essex
Burns, Florence Louise	Rowley
Cairnes, Edna Blanche	Cambridge
Charles, Annabel Pauline	Newburyport
Cheney, Dorothy Rosamond	Byfield
Cloran, Maria Margaret	Cambridge
Coffee, Dorothy Virginia	East Lynn
Cole, Grace Etta	Malden
Corballis, Dorothy Rita	Chelsea
Cordiero, Mary Lucilla [1]	Somerville
Coyle, Helen Rita	Peabody
Crawford, Myrta Irene	Lynn
Daley, Louise Patricia	Salem
Daly, Joanna Bernadette	Salem
Daly, Mary Gertrude	Salem
Damon, Thelma	Ipswich
Dondero, Emma Lena	Amesbury
Drew, Mary Elizabeth	Somerville
Edwards, Alice Burley [1]	Beverly
Farina, Annuncia Martha	Winthrop
Farmer, Nellie Doris	Billerica
Finkelsteen, Rose Irene	Lynn
FitzGerald, Catherine Veronica	Salem
Gahagan, Alice Louise	Salem
Goldsmith, Harold Stephen [1]	Lynn
Haley, Margaret Ellen	Chelsea
Herbert, Marion Margaret	Cambridge

[1] Was a member of the school less than one-third of the year

Heron, Gertrude Leslie	Essex
Higgins, Emily Fairwin	Somerville
Hodgkins, Edna Choate	Gloucester
Hunting, Alice Adrienne	Petersham
Ives, Esther Mary	Salem
Kelley, Ita Mary	Malden
Knightly, Florence May [1]	Methuen
Keon, Mary Angela	Salem
Kolb, Edith	Danvers
Lacey, Queenie Marie	Lynn
Laitinen, Fanny Mary	Peabody
Larkin, Elsie Mae	Salem
Larnard, Gertrude Mary	Amesbury
Liukkonen, Ingrid Impi	Braintree
Littlefield, Ina Ruth	Lynn
Littlefield, Madeleine Chase	Saugus
Lomasney, Anna Marie [1]	Salem
Lulejian, Victoria	Salem
Lynch, Evangeline Ruth	Cambridge
Lyons, Harriet Josephine	Salem
Meehan, Elizabeth Grace	Salem
Monahan, Mary Anne	Salem
Monroe, Beatrice Wellington	North Reading
Morris, Lillian Anna	Arlington Heights
Mosca, Assunta	Medford
Murphy, Anna Esther	Cambridge
Murray, Frances Anne	North Andover
Nunes, Agnes Isabel	Cambridge
Nutter, Doris	Beverly
O'Brien, Ellen Frances Margaret	Ipswich
Perkins, Lois Adrian	Newbury
Perkins, Louie Elizabeth	East Lynn
Prime, Pauline Riley	Rowley
Quinlan, Genevieve Winifred	Reading
Reilly, Margaret Theresa	Ipswich
Reynolds, Francis	Peabody
Rossell, Mary	Medford
Russell, Nellie Hammond [1]	Rockport
Sage, Mary Adelia [1]	West Medford
Saunders, Ethel May	Gloucester

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Scott, Lucille Ellen	Boston
Shallow, Anna Gertrude	Salem
Sisson, Elfrida Gertrude	Lynn
Smith, Marion Catherine	Cambridge
Spencer, Marion Elizabeth	Salem
Stadlen, Rose Lilian	Salem
Stevens, Helen Elizabeth	Woburn
Sullivan, Delia Bernadine	Salem
Walsh, Helen Gertrude	Cambridge
Walsh, Sarah	Marblehead
Wetmore, Annie Julia	Cambridge
Wolfe, Sarah Louise	West Somerville

INTERMEDIATE DEPARTMENT

Senior Class

Breed, Isabel Blanche	East Lynn
Brown, Hannah Pearl	Marblehead
Clerke, Hazel Annetta	Lynn
Donlan, Anna Catherine	West Lynn
Donovan, Catherine Teresa	Lynn
Donovan, Regina Carolyn	North Andover
Douglass, Margaret Frances	Wakefield
Eastland, Helen Cameron	Marblehead
Finnin, Marion Julia	Medford
Flanagan, Marion Dillon	Lynn
Flynn, Thomas Francis [1]	Salem
Getchell, Elizabeth Da Costa	Salem
Hedlund, Maria Cecilia	West Somerville
Higgins, Eunice Snow	Somerville
James, Elizabeth	Ipswich
Johnson, Mildred Louise	Malden
Killam, Hazel	East Lynn
McGlone, John Philip	Peabody
McKinnon, Leo Raymond	Woburn
Miles, Rena Maude	Salem
Muffin, Rachel Elizabeth	Byfield
Rhodes, Eleanor Mae	Lynn
Richardson, Alice Kimball	Middleton
Ricker, Muriel Gladys	East Lynn

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Robbins, Mary Bartlett	Lynn
Russell, Evelyn	Everett
Shaw, Muriel Hope	Everett
Tierney, Mary Margaret	Danvers
Woodbury, Doris Elliott	Danvers

Middle Year Class

Holder, Leverett Thomas, Jr.	Swampscott
Keller, Olivia Anne	Woburn
Patch, Jane Althea	Lynn
Pease, Dorothy Cooper	Wakefield
Rogers, Marion Florence	Salem
Stevens, Marion Alberta	Reading
Williams, Ruth Closson	East Lynn

Special Course — Two Years

Torrey, Frances Willard	Bucksport, Me.

COMMERCIAL DEPARTMENT

Senior Class

Bardsley, Grace Leah	Fall River
Colclough, Ruth Foster	Malden
Coombs, Ruby Isabella	Salem
Damon, Helen Nichols	Salem
Dolan, Margaret Elizabeth	Foxborough
Donahue, Walter Henry	Stow
Ehler, Daisy Ernestine	Gloucester
Howard, Ralph Willard	Fitchburg
Hynes, Mary Catherine	Lynn
Johnson, Helen Conant	Lynn
McCarthy, Richard Aidan	Ayer
Scanlon, Viola Marie	Lawrence
Stone, Marjory Virginia	Ipswich
Twomey, Maurice Augustine	West Lynn

Junior Class

Anderson, Signe Helen	Barre
Crosby, Elizabeth Esther	Wakefield
Devaney, Mary Irene	Lenox
Gilman, Ruth Mary	Wakefield

Horan, Elizabeth Cecelia	South Hamilton
Kennett, Dorothy Elizabeth	West Newbury
McCarthy, Josephine Mary	Somerville
McNamara, Alice Pauline	Clinton
Mehlman, Artemisia	Gloucester
Milbery, Marada Blanche	Wareham
O'Brien, Mary Margaret	Belmont
O'Donnell, Helen Bernadine	Fitchburg
Ott, Katherine Lucy	Shrewsbury
Tutein, Dora Gertrude	Billerica

Sophomore Class

Bennett, Leah Evoline	Ashland
Condon, Julia Veronica	Medford
Darling, Marjorie Emeline	South Easton
Doyle, Irene Louise	Danvers
Fitts, Hazel Mabel	North Reading
Flynn, Mary Alice	Salem
Gooch, Helen Cummings	South Easton
Goodwin, Beulah Currier	Newburyport
Hoffman, Esther May	Whitman
Sears, Dorothy Anne Magdalene	Danvers
Seavey, Dawn Elizabeth	North Hampton, N. H.
Vradenburgh, Marjorie Jeanette	Medford Hillside
Ward, Anna Mildred	North Chelmsford

Freshman Class

Cogswell, Victoria Maude	Derry, N. H.
Coskren, Alice Catherine	Lawrence
Creeden, Eileen Mary [1]	Danvers
Denney, Isabelle Julia	Gardner
Driscoll, Mary Magdalen	Lynn
Enright, Elizabeth Margaret	Pittsfield
Gage, Thelma Hazel	East Wareham
Hapgood, Irene Lenore	Lynn
Harney, Lucy Josephine	Lynn
Hodgkins, Olive Grace	Annisquam
Hodgson, Bertha Regina [1]	Revere
Jackson, Annie Margaret	Salisbury

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Kapples, Ellen Frances	Quincy
Kennelly, Mary Anne	Andover
McCarthy, Edith Catherine	Ayer
Nutton, Doris Ellen	Gloucester
Roberts, Wilfrid Henry	West Somerville
Rosenberg, Eva Sybil	Gardner
Smith, Marion Elizabeth	Cliftondale
Sylvester, Rovena Mae	Derry, N. H.

SUMMARY

Students of the elementary and intermediate departments	197
Students of the commercial department	61
	258
Whole number of students from opening of school	7,414
Whole number of graduates	4,212
Number of certificates for special course of one or two years	163